## eCLIL4You

	eccic4100	
Title: GLOGSTER school presentations		
Age	Primary (8-12) (the activities listed below have been adapted by each partner school to different age levels)	
Content aims	<ul> <li>activating prior-knowledge about the partner European countries</li> <li>searching and organising information to show our own school and area to the partnership through a glogster</li> <li>using the web (Google Earth) to look for information</li> <li>collecting and organising data from the glogsters of the partner schools in a final grid/display</li> <li>identifying the flags of the partner countries</li> <li>locating the partner countries on a European map</li> </ul>	
Language aims	<ul> <li>learning the name of the partner countries in English</li> <li>identifying the colours of the flags of the partner countries</li> <li>asking and answering questions about nationalities</li> <li>asking and answering questions about the flags</li> <li>using the language for instructions to make a glogster</li> <li>describing a partner country using the info from the glogster</li> </ul>	
Vocabulary- structures	<ul> <li>Enriching and revising lexis and functions related to: colours (What colour is theflag?); countries and nationalities (Spain-Spanish); Where is this glogster/flag from? It's from; What can you see?</li> <li>I can see(sea, mountains, hills, town); Where are you from? I'm from? Where is he/she from? She/he's from; How do you say "Hello" in Polish?; Instructions (choose an image; upload an image/sound; use it; select; insert text; record your voice; save; delete/cancel); Presentations (This is theflag; They have got; The name of the river is).</li> </ul>	
Learning strategies	Cooperative work - graffiti – brainstorming - numbered heads together - action games Making hypothesis - discussing - organizing – planning- researching - reading- selecting information – collaborating - observing - making decisions and contrasting - summarizing	

Prior knowledge	Colours - language of instructions - Where/What - map reading skills
Subjects involved	English - Geography (topography) - ICT - Social education
Materials	Computer or IWB- glogsters - colours- maps – flags - handouts

STAGES	PROCESS
Tuning in	What colour is this flag? Class work: each class group is given a set of blank flags with the names of the countries involved in the project. Students have to make hypothesis about the colours of the flags. The teacher asks: <i>Do you know what colour is the flag of France? We think</i> They make their hypothesis first; then check on an Atlas and colour the flag on an individual handout.
	<b>Memory game:</b> Students play in groups of four to match flags with name of the countries.
	Where are you from? The teacher gives out flag cards: students walk around and ask each other "Where are you from?" "What colour is your flag?"- In order to answer they have to look at the flag and say "I'm fromGermany. The flag is" (see handout 1)
Finding out	<ol> <li>Searching information to make the glogster         <ol> <li>making a list of relevant information students want to put in the school glogster (group work-graffiti) and the most voted are then used to make the final glogster</li> <li>searching and selecting pictures on the web and taking pictures of the school and surroundings</li> <li>choosing a glogster template</li> <li>uploading pictures</li> <li>recording the word "Hello" in mother tongue</li> <li>uploading the audio file</li> <li>inserting pictures and audio files</li> <li>inserting texts</li> <li>inserting additional elements and saving the work</li> <li>embed the glogster in the twinspace</li> </ol> </li> </ol>



## Sorting out

- Sharing glogsters in the twinspace : watching the partner glogsters embedded in Etwinning, guessing the countries from their flags and take note of some aspects: natural and human made habitats, school emblems, the word Hello in different languages, etc. (see final grid on the website in Glogster page)



- Collecting data and making a multilingual handout with "Hello" in the partnership languages;

- Collecting pictures of the schools, emblems, natural and human habitats and comparing them;

- In groups or in pairs, students choose a country and make a presentation about it using the information from the glogster and adding personal comments (see handout 2)

## Reflection

**Numbered heads together.** Students are in groups and each one has a number. The teacher has a set of cards with the names of the countries. She shows one card at a time to the groups. Students have to read the name of the country, choose the matching flag and wait for the teacher to call a number to give the answer.

It's possible to repeat the game by using other information about the partner countries such as name of capital cities, rivers, schools, etc.

**Feedback on presentations.** Students are asked to give feedback on the presentations of the peers about the partner countries according to previously agreed criteria (e.g. fluency, clearness, appropriateness, voice tone, etc.)



## Photos of group or pair presentations about the partner countries



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In Kirkkonummi there are a lot of trees. There are a lot of beautiful houses, and beautiful parks. Helsinki is a beautiful city with big buildings. The sea around Helsinki is special and with crystal clear waters and sandy beaches. There are beautiful churches

Greece is a beautiful country. There are a lot of islands. Karditsa is a small town, with small houses and a lot of trees. There are big parts and playarounds. The weather in Karditsa is hot in the summer and rainy, snowy and Freezing rold in

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